REQUEST FOR PROPOSALS

NJ GEAR UP STATE PROJECT AND NEW JERSEY COLLEGE BOUND GRANT PROGRAM

NJ STATE FISCAL YEARS
2012-2018

PROPOSALS DUE NOVEMBER 19, 2010

[All elements of this RFP, including deadlines and review process, may be changed based on release of federal GEAR UP RFP]

NJ STATE FISCAL YEARS 2012-2018
NJ GEAR UP STATE PROJECT AND
COLLEGE BOUND GRANT PROGRAMS

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CALENDAR OF EVENTS

Release of Request for Proposals	Mon., October 25, 2010
Technical Assistance Workshop	Fri., October 29, 2010
Proposals Due	Fri., November 19, 2010 by 4:00 p.m.
Announcement of Awards	After new GU award is announced
Submission of Year 1 Plan and Budget	After new GU award is announced

STATE FISCAL YEARS 2012-2018 NJ GEAR UP STATE PROJECT AND COLLEGE BOUND GRANT PROGRAM

I. **Purpose**

The NJ GEAR UP State Project, a federally funded initiative supported by the State of New Jersey, higher education institutions, public schools and districts, and private organizations, and administered by the NJ Commission on Higher Education (CHE), strives to increase the number of low-income New Jersey students who are prepared to enter and succeed in college, beginning in the sixth grade. The program is modeled after and receives funding from the State's College Bound Grant Program.

The purpose of this document is to invite applications from New Jersey not-for-profit, non-rabbinical/theological degree-granting colleges and universities to serve low-income students in grades 6-12 in Atlantic City, Bridgeton, Millville, Paulsboro, Pleasantville, Salem City, or Vineland. Definitions regarding student eligibility and other application criteria are provided in this document.

As a result of this RFP, the Commission plans to award two projects in southern New Jersey in order to expand GEAR UP services to that region. The newly awarded projects will join the currently funded ones in the Commission's application to the U.S. Department of Education (ED) for a new cycle of GEAR UP funding.

Maximum grant award per project for FY 2012 is $270,000; projects must serve a minimum of 160 students in the first year. Programs must demonstrate the capacity to grow to a maximum of 280 students within four years, with annual award increases of up to 20 percent based on funding availability and performance. Award period will be 9/1/11-8/31/17 (state FY12-18) with required annual reports of progress and requests for funding continuation.

All funding decisions are contingent on the actual amount of funds available through annual federal and state Appropriation Acts and determinations of progress toward completion of grant objectives. Funding is also dependent upon the Commission's successful application for funding during the upcoming federal GEAR UP competition.

Throughout this document, the abbreviation *GU/CB* refers to GEAR UP/College Bound.

II. **Background**

National Program

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) was created as part of the Higher Education Act of 1965 as amended in 1998. GEAR UP provides six-year grants to states and partnerships to provide services to students in high-poverty middle and high schools (defined as serving a population that is greater than 50 percent low-income). GEAR UP grantees serve students beginning no later than the

seventh grade and follow them through high school. GEAR UP funds can also be used to provide college scholarships to low-income students.

GEAR UP offers state and partnership grants. State grants are competitive six-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students, and a scholarship component (unless waived). Partnership grants are competitive six-year matching grants that must support an early intervention component and may support a scholarship component.

GEAR UP grants require a dollar for dollar matching contribution from non-federal sources. GEAR UP is administered by the Office of Postsecondary Education at the U.S. Department of Education.

New Jersey State Grant
In 1999, when the first GEAR UP competition was announced, the NJ Commission on Higher Education (CHE) was designated by the Governor as the applying/administering agency. The successful proposal was implemented from 1999 until 2005. It was modeled on, and secured a significant portion of the matching requirement from, College Bound Grant Programs already in operation at four colleges and universities in Camden, Jersey City, Newark, and Trenton. Eighteen middle and high schools were identified for services. Participating colleges/universities included Rowan University, New Jersey City University, the Consortium for Pre-College Education in Greater Newark (comprised of New Jersey Institute of Technology, Rutgers the State University of New Jersey-Newark, and the University of Medicine and Dentistry of New Jersey), and Mercer County Community College.

More than 1000 students in grades seven through twelve, along with their parents and teachers, were participating in the program by 2005. Services included intensive academic year classes and summer programs, academic advising, tutoring, test preparation, college field trips, mentoring, assistance with applications for college and financial aid, and scholarships. Parents of participating students were provided with regular updates regarding student progress, workshops, assistance with financial aid and college applications, and volunteer opportunities. Teachers in selected schools received professional development through conferences, workshops, and individual work with consultants. Schools received services for the entire school population, such as information about the importance of a rigorous college preparation curriculum, financial aid information, and online SAT preparation.

In 2005, the Commission successfully submitted a second application for GEAR UP and was awarded funding for an additional six years. Some revisions for the new application included the addition of sixth graders; the addition of Passaic County Community College to serve Paterson schools and students; an increase of students served to over 2000 per year; and an increase of schools served to 28 and of participating partners to more than 40.

College Bound Grant Program

College Bound, a state initiative since 1986, was created to enhance students' academic preparation for college, particularly in the areas of math and science. Its focus was service to students in highly disadvantaged school districts. Since 1999, it has provided more than $1.6 million each year to enhance services to NJ GEAR UP students and families, increase the reach of both programs, and assist with the GEAR UP matching requirement. The 2010 appropriation for College Bound was $3.55 million. In the 2011 state budget, funding for College Bound was reduced, resulting in the elimination of stand-alone College Bound programs (i.e., ones not participating in NJ GEAR UP). The remaining appropriation is being utilized to support services to NJ GEAR UP participants in FY11, the sixth and final grant period of the current GEAR UP award.

Since College Bound has been administered by CHE, funding has been awarded to institutions based on a competitive RFP process. It is anticipated that the next competition will take place in FY12.

III. Program Description

Funds for NJ GEAR UP/College Bound programs are designated to provide on-campus and school-based support services, academic classes and activities for low-income students in schools with greater than 50 percent poverty (see Section VI for definition of eligibility of schools and students). Programs must emphasize the sciences, mathematics, technology, and language arts. The services and activities provided by the program should ensure that students successfully complete high school and enroll in college.

The Higher Education Opportunity Act of 2008 (the reauthorization of the Higher Education Act of 1965), or HEOA, which authorizes the federal GEAR UP program, requires that GEAR UP grantees provide comprehensive mentoring, outreach, and supportive services to participating students. For the purposes of this proposal, such services include:

- Providing information regarding financial aid for postsecondary education to participating students;
- Encouraging student enrollment in rigorous and challenging curricula and coursework, in order to reduce the need for remedial coursework at the postsecondary level; and
- Improving the number of participating students who obtain a secondary school diploma and complete applications for and enroll in a program of postsecondary education.

IV. Program Objectives

Institutions participating with CHE in the new GEAR UP proposal should anticipate that they will be expected to meet ambitious goals, including significant achievement in—

Student participation and achievement
- Significant increases in student grades, completion of key courses, test scores, and rates of high school graduation and college enrollment;
- Significant participation of students in grant-sponsored activities
- Incorporation of HEOA-required delivery of financial aid information and information about rigorous college prep curriculum;

Parent participation
- Significant numbers of parents participating in activities;
- Incorporation of HEOA-required delivery of financial aid information;

Teacher participation
- Assistance to project with delivery of professional development opportunities to target school teachers; and

Data collection
- Collection of all course completion, grade, absence, test score, high school graduation, college completion, participation in activities, responses to surveys, and other data, and the ability to transition to new data collection system as needed.

For a summary of the priorities of the NJ GEAR UP/College Bound program, see attachment D1; for a list of the previous NJ GEAR UP proposal objectives, see attachment D4.

V. **Required Services and Levels of Service**
Participating institutions will provide program services at levels needed to meet the grant objectives. Activities should be grade-appropriate. Every service does not have to be offered to every student in every grade unless required by a grant objective. For example, sessions for seventh graders may offer academic instruction with a focus on careers, while older students may participate primarily in college prep workshops, job shadowing, and/or dual enrollment. While institutions may implement additional academic year program activities as budgets allow (refer to the list of HEOA permissible activities, Attachment D2), required program services include:

- Academic instruction;

- Tutoring;

- Mentoring;

- College visits;

- Career awareness activities;

- Exposure to positive role models;

- Academic and personal advising;

- Encouragement of enrollment in rigorous and challenging course work;

- Provision of information on college admissions and financial aid;

- Emphasis on increased academic achievement in the sciences, mathematics, technology, and language arts;

- Summer program that occurs primarily on a college campus and includes:
  - At least 60 hours of instruction in core subjects that is grade appropriate and utilizes differentiated instruction (a variety of instructional approaches including project-based learning, group work, lecture, guest speakers, etc.). Dual enrollment or test prep activities for older students would count as instruction;
  - Academic pre- and post-testing;

- o Regularly scheduled sessions of academic advising;
- o One or more college visits;
- o Up to three field trips[1] with an academic focus that may also include a multicultural experience. *Multicultural* is defined as "trips to museums and other events that have as their purpose the intellectual, social, and cultural development of participants";
- o One or more activities to engage parents in their child's educational progress; and
- o One modest awards ceremony for students and parents.

- Academic year program that includes—
  - o At least one scheduled dissemination of information regarding financial aid and postsecondary options at each target school each year;
  - o Regularly scheduled sessions during which tutoring is offered;
  - o Two or more college visits;
  - o Up to three field trips[1] with an academic focus that may also include a multicultural experience. *Multicultural* is defined as "trips to museums and other events that have as their purpose the intellectual, social, and cultural development of participants";
  - o Regularly scheduled sessions of academic advising with students and parents;
  - o One modest awards ceremony for students and parents; and
  - o At least twenty campus- or school-based sessions of at least 3 hours that may include:
    - ▪ academic instruction;
    - ▪ mentoring;
    - ▪ encouragement toward a rigorous curriculum;
    - ▪ workshops;
    - ▪ individual/group counseling;
    - ▪ college visits;
    - ▪ test preparation;
    - ▪ career awareness activities;
    - ▪ assistance on applications for college and financial aid;
    - ▪ exposure to positive role models; and
    - ▪ parent involvement activities.

- Parent involvement
  - o Parent involvement must meet HEOA and grant program objectives. For example:
    - ▪ Requirement that parents/guardians participate in a certain number of hours of program services each year that may include—
      - Multiple times available for parent meetings (day, evening, weekend);
      - Updates on child's educational progress;
      - Provision of information on postsecondary options, financial aid, and value of rigorous coursework; and
      - College field trips.

[1]*Field trips may require prior approval from CHE.*

VI. Funding Policies

Funding Period:	Six years with annual continuation requests
Available Funds:	$540,000 Year 1 (FY 12)
Anticipated Awards:	2
Maximum Award FY 12:	$270,000 (includes $20,000 indirect), Year 1 (FY 12)
Awards FY 13-FY 18:	See section F, "Funding Beyond 2012," page 10

For the upcoming application, it is anticipated that the project will maintain services to Camden, Jersey City, Newark, Paterson, and Trenton. The goal of this RFP is to identify institutions to serve two new cities in southern New Jersey.

Because of FY 12 commitments of College Bound funds to institutions in the five cities mentioned above, the two new awards will be made from GEAR UP funds in FY 12, rather than a combination of GEAR UP (federal) and College Bound (state) funds. This will not be the case in fiscal 2013-2018. See section F, "Funding Beyond FY 2012," on page 10.

Funds provided under this grant will supplement, not supplant, federal, state, and /or local funds made available for any activities proposed in the project submitted. All funding decisions are contingent on the actual amount of funds available through annual federal and state Appropriation Acts; review of proposals submitted; and determinations of progress toward completion of grant objectives. Federal funding is dependent upon the Commission's successful application for federal funding during the 2010-11 competition.

Once the Commission approves the award for a funded program, an annual project contract will be issued. The Commission will evaluate program outcomes based on annual reports, site visits, and other indicators of progress to determine if funding will continue and/or if adjustments need to be made. For example, if the program is serving fewer students than originally proposed, the Commission may reduce the annual award amount. Failure to submit a satisfactory annual report in a timely fashion may result in the forfeiture of the final payment and/or suspension of the project from participation in the grant.

A. Eligible Institutions
Entities eligible to respond to this Request for Proposal include not-for-profit, non-rabbinical/theological degree-granting New Jersey colleges and universities that wish to provide services to low-income students in Atlantic City, Bridgeton, Millville, Paulsboro, Pleasantville, Salem City, or Vineland. Only one grant will be awarded per site. A site is defined as a recognized college or university. An exception is made for Rutgers, The State University and the University of Medicine and Dentistry of New Jersey. The three campuses of Rutgers at Camden, Newark, and New Brunswick will each be considered separate sites. The same applies for the campuses of UMDNJ at Newark, New Brunswick/Piscataway, and Stratford.

B. Target Student Population
Programs conducted with GEAR UP/College Bound grant funds are for the benefit of students who:

- Attend identified public schools in financially disadvantaged school districts (see section C below);
- Are in grades 6-12; and
- Are 1) eligible to be counted under section 1124(c) of the Elementary and Secondary Education Act of 1965; 2) eligible for assistance under a State program funded under part A or E of title IV of the Social Security Act (42 U.S.C. 601 et seq., 670 et seq.); 3) eligible for assistance under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.); or 4) otherwise considered by the eligible entity to be a disconnected student.

Successful applicants will be required to serve a minimum of 160 students in grades 6-9 in FY 2012, with increases of up to 40 students per year, to a maximum of 280 students in grades 6-12 by FY 2015 (year 4). Increases in funding will also occur in later years; see section F, "Funding Beyond FY 2012." Programs will also offer certain services to the entire target school population, such as financial aid information, information about a rigorous curriculum, tutoring, test prep, and/or other services to be determined later.

C. Target Schools and Districts
Applicants will propose to serve students from specific elementary/middle and high schools in Atlantic City, Bridgeton, Millville, Paulsboro, Pleasantville, Salem City or Vineland. Selected elementary/middle schools should be feeder schools for selected high schools.

Selected schools should have the appropriate grade levels (6-12); serve a population that is 50 percent or more low-income; and demonstrate significant academic need in the form of low NJ ASK 8/HSPA scores and SAT scores.

Applicants should also consider criteria such as the following when making a school selection for participation in NJ GEAR UP/College Bound:

o Willingness and ability of the school to provide access to students for recruitment; space for student meetings and/or after-school programs; student grades, test scores, and other data on student progress; assistance with disseminating information about college, financial aid, and teacher professional development; and maintenance of open and consistent communication;
o Willingness to provide matching cash or in-kind contributions and submit the appropriate documentation; and
o Other indicators of capacity to participate fully.

D. Institutional Matching Contribution
Match requirement
Participating institutions will be required to provide a 35 percent match, sources of which should be clearly outlined in the applicant's proposal. "35 percent match" is defined as $0.35 in non-federal dollars for each grant dollar received. The Match/Personnel Worksheet, Attachment D6, can be utilized to determine whether anticipated institutional and other match sources will meet this requirement.

Examples of match sources

Sources for match may include cash or in-kind. Institutional contributions to GU employees' salaries, benefits, discounts on facilities/food/supplies/transportation, tuition/books/fees for college courses for high school students in dual enrollment courses, use of campus facilities, equipment purchases, etc., count as matching contributions. Contributions from external sources, such as grants from organizations or business; reduced rates on guest speaker fees; in-kind services or materials from state-funded organizations or local businesses; or target schools also count. If desired, institutions could develop a system to document and capture the value of overtime for the full-time GU/CB staff.

Match exclusions

Institutions may not claim match from the following:

- Federal funds;
- College Bound;
- Funds already matched to other project(s);
- Discounts made to the general public rather than specifically to benefit the GU/CB population;
- Institutional indirect funds greater than 8 percent of direct; and
- Any source prohibited by statute, regulation, guidance, or circular, or not in accordance with generally accepted accounting principles.

Additional information

Additional information regarding allowability of matching contributions can be found at www.ed.gov/gearup and in relevant OMB circulars for state governments and higher education institutions.

E. Limitation on Grant Funding for Personnel

Institutions participating in NJ GEAR UP/College Bound are limited in how much grant funding may be used for certain types of personnel. Applicants may request to expend no more than 43 percent of their grant funding for salaries of full-time and key part-time staff working on the project. This limitation remains in place throughout the funding cycle; that is, raises to grant-funded employee salaries that increase the total above the limitation must be paid by other sources.

"Key part-time staff" is defined as a part-time staff member who is not hired solely to meet short-term program assignments, such as academic year or summer instructors, counselors, tutors, mentors, or data entry clerks. Any non-federal funds used by institutions to pay staff above this limit can be used to meet matching requirements. The Match/Personnel Worksheet, Attachment D6, can be utilized to determine whether anticipated program expenditures fall within this limitation.

F. Funding Beyond FY 2012

This RFP invites proposals from institutions that wish to participate in the project for six years (FY 2012-2018). However, detailed information about the state and federal funding picture is currently only available for FY 2012. Total funding in out-years will be determined by several factors as described below.

College Bound Grant funding. Because the state-appropriated College Bound funding remains committed to the current five GEAR UP participating institutions through FY 2012, cities funded as a result of this proposal will receive only GEAR UP funding in FY 2012. However, they will be allowed to compete for College Bound Grant Program funding for FY 2013 through FY 2018. That competition will take place during FY 2012 and will be open to currently participating GEAR UP/College Bound program institutions.

Increased funding in out-years. Programs funded under this RFP will receive funding increases up to 20 percent per year until their target student population levels out in Year 4. Funding increases will be based on performance and the results of the College Bound Grant Program competition.

FY 2012 budget only is required for this proposal. For this proposal, applicant institutions are required to submit a budget narrative and budget summary form for FY 2012 only. Detailed budgets for future budget periods will be submitted by awarded institutions as part of the College Bound competition, annual continuation requests, and/or upon request.

VII. Evaluation

A. Collection of Project Data

The Commission has developed a Microsoft Access database that funded programs are required to use to collect and maintain student data. Programs are required to collect a recognized unit identifier for each student served as well as demographic and academic data while the student is a GU/CB participant. The recognized unit identifier must allow the program and/or the Commission to track a student's progress through school and into college.

Databases containing information through the report period are required to be submitted to CHE at least twice per year. A list of the data elements that programs will be responsible for collecting and maintaining is included (Attachment D3).

The Commission may transition to an online data collection system during the grant cycle. Participating institutions will work with CHE to ensure employees participate in new system training and otherwise help ensure a smooth transition.

Data should be collected from the time of a student's enrollment in a GU/CB program through the student's initial enrollment in a postsecondary institution. Participating institutions will be evaluated on their success in meeting or making progress toward the state's grant objectives. Toward that end, they must collect and report information on the following measures, utilizing paper files and database records appropriately.

1. Retention in the program. Data on how many students remain in the program from year to year. Because GEAR UP emphasizes intervention no later than the seventh grade, projects are urged to retain high numbers of students from grade to grade rather than recruit replacement students who have fewer years to benefit.

2. Academic achievement. Programs must collect report card data such as the classes taken by the student and their corresponding grades. Annual results on the NJ ASK-8, HSPA, and/or other standardized tests for the appropriate age groups, as well as the number of students who take the official PSAT and SAT and their scores, must also be collected and reported.

3. Attendance. Programs should also track and report student attendance and absences in their school and in the program. Programs may want to consider attendance requirements for students.

4. High school graduation. The number and percentage of students participating in the program who graduate from high school each year.

5. College acceptance and enrollment. Data on the number of secondary school participants who complete high school, apply to college(s), are accepted by college(s), complete the FAFSA, and enroll in college. Commission staff will work with funded projects to develop a mechanism for collecting data on verification of enrollment.

6. Participation in activities. Programs will collect, record and report student and parent participation in grant-sponsored activities by student and/or parent name. This information may initially be captured through sign-in sheets but must then be entered into the database.

B. Survey
The annual performance report (APR) required by the U.S. Department of Education (US ED) mandates the completion of surveys by 80 percent of student participants and 50 percent of parent participants. This survey collects information about attitudes on college preparedness and financial aid. The survey instrument is updated as needed by CHE and provided to institutions for annual administration. Other surveys may be required by CHE as needed.

C. External Evaluation
GEAR UP statute requires a biennial evaluation be conducted by all GEAR UP programs and submitted to ED. For this purpose, the Commission may employ an external evaluator to review programs with respect to achievement of all objectives. Participating institutions will be required to assist with documentation, interviews, focus groups, access to records or other tasks associated with the evaluation.

D. Internal Evaluation
CHE will regularly monitor institutions participating in GU/CB through report review, site visits, meetings, written communication, review of student files, and other means.

VIII. Review Process
The CHE plans to contract with qualified consultants/reviewers to read and evaluate the proposals. Each proposal will be reviewed by a minimum of two external consultants.

Consultants will be drawn from two- and four-year institutions of higher education, other state and federal agencies, and/or private foundations.

Reviewers will read independently and deliberate as a team to discuss the scores. The maximum number of points a proposal may receive is 100. The Commission awards grant moneys in rank order on the basis of an application's total score and reviewers' recommendations. To be eligible for funding, a proposal must score a minimum of 75 points and receive a positive funding recommendation from the consultant. These evaluations serve as the sole basis for preparing a rank-order listing of the applications.

Review process and proposal review criteria may be modified in response to new information provided when the federal GEAR UP RFP is released.

IX. Proposal Review Criteria
The Commission will instruct the external reviewers to determine the extent to which each proposal fulfills the purposes and priorities of the NJ GEAR UP/College Bound Grant Program. Reviewers will evaluate proposals according to the criteria in each section listed below. Applicants should address each of these five sections clearly in the proposal narrative.

A. Selection of Target Schools/Need Data (17 points)
1. Describe the schools and students the project will serve and the reasons for selection. Required data for this section include the percentage of students in each school that is eligible for free or reduced-price lunch and NJ-ASK 8 and HSPA performance by school in all tested sections (language arts, math, and science). Optional data includes ethnicity, gender, unemployment rate, and other factors relative to community, school, and/or family need. Provide optional data briefly and only to create a snapshot of the community you plan to serve. Remember that the cities to be served by this project have been pre-selected by the Commission based on their extensive need.

B. Plan of Operation and Management (30 points)
1. Clearly describe the activities the project will offer, referring to the list of required and permissible activities described in this RFP. Identify the elements of each activity and include timelines; the number of participants; and the individuals responsible for implementing the activity. For any services not routinely provided to every student, such as tutoring or personal counseling, include an overview of the program's policies for providing such services. Include a description of the project's plan for establishing and developing the relationship with the target schools and districts.

2. Explain how activities will address the needs identified. Where possible, state both the immediate outcomes and the long-term benefits.

3. Show how the management plan ensures proper and efficient administration of the project. Identify organizational structure, the time commitment of key project staff, the plans for financial management, and plans for student records collection and management.

4. Where appropriate, indicate the level of collaboration with the host institution(s) and school district(s) for planned activities. Note any partnerships with external groups (e.g., corporations, businesses, or non-profit organizations) that will support project activities.

5. Briefly summarize the ability of the project and its institution to successfully implement activities proposed and achieve target outcomes.

C.   Evaluation Plan (25 points)
1. For the activities planned, the proposal must describe the ways in which it will evaluate its progress toward the statewide objectives, including the ways in which it will ensure adequate data collection from schools, districts, parents and students; analyze progress and make necessary mid-course corrections; participate with CHE on statewide evaluation efforts; and seek external evaluators as desired. Refer to the Evaluation section of this RFP for the types of data to be collected. Specify the timetable for collection, analysis, and reporting of the data.

2. Describe how the project will incorporate the required Microsoft Access database into its data collection efforts and the project's capacity to transition with minimal effort to an online reporting system.

D.   Qualifications of Personnel (14 points)
1. Provide the qualifications of the project director and each of the other full-time or key part-time personnel involved in the project. Include a résumé/vitae for key personnel in the appendix. State the time that each person designated in the proposal will commit to the project.

2. Include the organizational chart in the appendix.

E.   Budget and Resources (14 points)
1. Ensure that all supporting documentation is included and completed.

2. Describe the ways in which resources are adequate to achieve the project objectives. Justify that the costs are reasonable in relation to the objectives of the project and the number of students to be served.

3. Provide evidence that the institution and/or external sources have committed facilities, equipment, personnel, and other resources necessary to supplement the grant and enhance project services. Resources committed by the institution and/or external parties should be appropriate and sustainable for the entire grant cycle.

4. Complete and submit a Partner Identification Form with appropriate signatures for each school or partner that is contributing to the institution's match, including the applicant institution.

X. **Guidelines for Developing a Budget**
All budget requests should reflect realistic implementation costs.

These instructions refer to forms *Budget Expenditure Narrative FY 2012* and *Budget Summary Form FY 2012* (Attachments B2 and B3).

A. Budget Line Allocations
To assist institutions in preparing a proposal for submission under this grant program, the following guidelines will apply. All figures and calculations used must be explained briefly in an accompanying budget narrative. *Proposals submitted without a budget narrative will not be considered.* Please round figures to the nearest whole dollar.

1. Professional Staff
Use the appropriate subcategories – administrators/coordinators, instructors, counselors, tutors, mentors, and other. For other, specify job title(s) and responsibilities. If salary is hourly, please show calculations for projected workload(s) in the budget narrative.

If the program employs faculty, reimbursement for release time should be calculated on the basis of reduced course work consistent with the institution's policy for compensation. For summer faculty reimbursement, pro-rate based on the annual salary for the maximum allowed. For example, if a faculty member will work on the grant for one month during the summer, reimbursement may not exceed their monthly salary. *Grant funds may not be used to cover overload for faculty.*

2. Professional Staff fringe benefits are an allowable cost for GEAR UP projects. However, note that it is not allowable for College Bound. In future years, when the institution may be funded by both GEAR UP and College Bound, fringe benefits may only be charged to GEAR UP or the institution.

3. Clerical/Support staff
New support staff added for the purposes of the grant must be hired for positions that are necessary only for the grant period or that the institution will continue to support. If salary is hourly, please show calculations for projected workload(s) in the budget narrative.

4. Clerical/Support staff fringe benefits are an allowable cost for GEAR UP projects. However, note that it is not allowable for College Bound. In future years, when the institution may be funded by both GEAR UP and College Bound, fringe benefits may only be charged to GEAR UP or the institution.

5. Consultant Services
Use this category for professionals or organizations hired to conduct workshops, program evaluations, professional development, or other program related services who are not employed by the applicant institution(s). For the budget narrative include the specific fees charged by

the individual or organization. Any related expenses associated with the activities, such as travel, should be included as well. If available, identify individuals/organizations in the budget narrative by name, institution, or affiliation, and the proposed activity they will provide.

6. Staff Travel
    Project participant travel should be calculated according to prevailing institutional policies. Mileage reimbursement for staff should not exceed the state maximum ($.31/mile). The expenses (registration and transportation) associated with professional development for program staff should be included in this category and described in the budget narrative.

7. Software/Hardware
    Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer-suggested list prices. A maximum of $5,000 may be used to purchase computer equipment for administrative office use. Indicate the source for the prices provided.

8. Instructional Materials
    Some examples of instructional materials are textbooks, calculators, SAT preparatory materials, pens, paper, notebooks, scientific laboratory kits, maps, compasses, rulers, and other items associated with student learning. For general student supplies, the proposal may use a lump sum figure. The project may total the cost for notebooks, paper, binders, pens, and pencils and divide the total amount by the number of students to be served to determine a per-student cost rather than list the individual expense for each item. ***Use this category for instructional materials only; student promotional items, such as T-shirts and lanyards, should be listed under budget line #9-publicity/outreach.***

9. Publicity/Outreach
    Examples include but are not limited to flyers, posters, application materials, workshop announcements, T-shirts, backpacks, water bottles, and lanyards. Programs should use funds prudently for promotional and other giveaway items. Include the specific details in the budget narrative. For example, show the calculation for the number of T-shirts for program participants multiplied by the cost per T-shirt.

10. Student Transportation
    Only use this category for routine travel costs for students to attend the program, for example, if students are bused to the institution or if the program provides vouchers for public transportation for students to attend the summer or academic year sessions. ***Transportation costs associated with a specific activity such as field trips or college visits should be included in budget line #14-field trips or budget line #16-special events.***

11. Student Meals
    The number of students multiplied by the cost of the meal(s) per student and the number of days must be noted in the budget narrative. In the budget narrative, show calculations for summer and academic year food costs. ***Meals that are part of an event, such as a field trip or an awards banquet, should not be included under this category. Use budget line #14-field trips and #16-special events as appropriate.***

12. Student Insurance
    The number of students multiplied by the cost of insurance per student and the number of days must be noted in the budget narrative.

13. Student Stipends
    The number of students and stipend amount per student must be noted in the budget narrative. The reason for offering the stipend and the method for distribution funds to students should be explained in the proposal narrative as part of recruitment strategies.

14. Field Trips
    Use this category for specific planned activities that take place outside the program/institution, such as college visits. All expenses associated with the events (admission fees, meals, transportation, accommodations, etc.) should be included. In the budget narrative, list the planned activity, the number of participants, and the maximum per person cost. The cost per person should include all expenses associated with the activity. See pages 7-8 for other information regarding field trips.

15. Parental Activities
    Provide a list of the activities, the number of parents in attendance, and the costs associated with these activities. In the budget narrative identify the activity and show the calculation by average cost per person for the event and the number of participants.

16. Special Events
    Use this category for events such as awards banquets, closing ceremonies, retreats, etc. In the budget narrative, identify the activity, the number of people to attend the event, and the maximum per person cost.

17. Other
    Items in this category must be directly related to the proposed specific activities that will accomplish the project's objectives and must be explained briefly in the budget narrative.

18. Indirect Costs
    Indirect costs (maximum 8 percent) are an allowable cost for GEAR UP awards. However, they are not allowable for College Bound. In future years, when the institution may be funded by both GEAR UP and College Bound,

indirect costs may only be charged to GEAR UP. Institutions may only claim 8 percent of their indirect cost contribution to the grant as match.

B. Budget Exclusions
    The College Bound Grant Program specifically excludes funding for the following purposes. An asterisk (*) indicates those items that may be charged to GEAR UP but not College Bound.

    1. Indirect costs.*

    2. Fringe benefits.*

    3. Fringe benefits in the form of cash payments for unused sick/vacation time when an individual retires.

    4. Faculty leave other than release time.

    5. Salary for project employees, including the project director, to work on the project on an overload basis. Faculty participating during the summer should not be considered overload.

    6. Out-of-state or out-of-country professional meetings unless it is clearly demonstrated that attendance at a meeting will directly and significantly advance the proposed project. (Country refers to the continental United States.)

    7. Field trips and college visits for students and/or parents that are more than 500 miles away or which are out of the country.

    8. Any funds received under this contract shall not be used to supplant funds normally budgeted for programs or services of the same type.

    9. Direct funding of primary or secondary schools.

    10. Basic research by individual scholars or faculty. Only applied research, i.e., to determine the effectiveness of a program/approach, is eligible for funding.

XI. **Application Procedures**
     The Commission will offer a technical training workshop for institutions interested in applying for this grant. Use the registration form enclosed to sign up for the workshop, which will be held on **Friday, October 29, 2010** in Trenton. Attendance is strongly encouraged.

     On the registration form, attendees are asked to indicate whether their institution plans to submit an application for this grant. This information is not binding and will be used for planning purposes only.

NJ GEAR UP/COLLEGE BOUND REQUEST FOR PROPOSAL

By no later than 4:00 p.m. on November 19, 2010, one original and two copies of the application must be received at the Commission on Higher Education, addressed/delivered as follows:

Errol Bruce, State Coordinator, NJ GEAR UP State Project
NJ Commission on Higher Education

(overnight mail and hand delivery)
20 W. State Street, 4th Floor
Trenton, NJ 08608

(United States Postal Service—is NOT delivered directly to our building)
PO Box 542
Trenton, NJ 08625-0542

Proposals not complying with the requirements set forth in this RFP will not be considered. All forms are available electronically on the Commission website: www.nj.gov/highereducation/.

The proposal package must contain the following completed documents:

A. *Application Cover Page* (Attachment A) with original signatures of the lead institution's president or official designee and project director [if the project director has yet to be hired, the individual overseeing the proposal application should sign].

B. *Table of Contents* (Attachment A2); assemble proposal in the order listed.

C. A narrative not to exceed 20 double-spaced pages with no smaller than 12-point type and one-inch margins, using the section headings listed and described in Proposal Review Criteria on page 14.

D. *Budget Expenditure Narrative FY 2012* (Attachment B2) and *Budget Summary Form FY 2012* (Attachment B3). These forms outline the detailed budget for fiscal 2012 and show the direct costs for implementing the project, in-kind contributions, indirect costs, and funding from other sources.

Because of the use of formulae in the Excel forms, complete the *Budget Expenditure Narrative FY 2012* first, which will result in the *Budget Summary Form* being automatically completed. The budget narrative should contain the item expense; a description of the expense, including calculations used; and the amount funded by the grant, institution, or other sources. Sources of other funding should be identified. The following are examples of a budget narrative section:

Line	Description	Grant	Inst.	Other*
1d Tutors	3 summer tutors @ $8/hr x 8 hrs/wk x 6 wks = $834	$834	$0	$0
	5 AY tutors @ $8/hr x 6 hrs/wk x 22 wks = $5,280, *Campbell's Fdn.	$2280	$1000	$2000
	1 "lead tutor" for math AY @ $10/hr x 6 hrs/wk x 22 wks=$1,320	$1320	$0	$0
	Sub-Total	$4434	$1000	$2000

Line	Description	Grant	Inst.	Other*
11	Summer program $6.50 (1 meal & 1 snack/day) x 160 x 24days=$24960	$21000	$3000	$960
Student	AY Sats. $2 snack x 100 x 22 Sats. = $4400.	$0	$0	$4400
Meals	*Dept. of Agriculture food program			
	Sub-Total	$21000	$3000	$5360

E. *Schools/Students FY 2012* (Attachment C1) indicating the school district, specific schools, and number of students to be served, by grade, in 2012.

F. *Partner Identification Form* (Attachment C2) for each partner institution and school that is contributing match to the project, including the applicant institution. Make copies of the form as needed.

G. An organizational chart for program personnel, including the individual with fiscal oversight and the person to whom the program reports at the institution.

H. Résumé/vitae for key project personnel.

> **A note on Excel forms in this application:** The Excel forms provided as part of this RFP contain formulae that allow certain forms to auto-complete once other forms are completed. This process increases accuracy and reduces report completion time. In order to make full use of this feature, complete the cover page, budget expenditure narrative, and schools/students forms first. Shaded cells are locked and cannot be modified.

XII. Schedule and Contact Information

Release of Request for Proposals	Mon., October 25, 2010
Technical Assistance Workshop	Fri., October 29, 2010
Proposals Due	Fri., November 19, 2010 by 4:00 p.m.
Announcement of Awards	After new GU award is announced
Submission of Year 1 Plan and Budget	After new GU award is announced

For questions, contact:
Errol Bruce, (609) 341-3807 or errol.bruce@che.state.nj.us
Michelle Robinson, (609) 984-2699 or michelle.robinson@che.state.nj.us

The priorities of NJ GEAR UP/College Bound are connected and as a whole encourage success for participating students with the goal of completion of high school and enrollment and success in a college or university. Program priorities are defined here. Participating institutions must address all program priorities in their implementation of GEAR UP/College Bound.

A. Target Schools Served
    Schools served by GEAR UP/College Bound have tremendous needs imposed by impoverished communities and years of poor academic performance. The population served will be greater than 50% low-income, and students will have a record of poor academic achievement as defined by low NJ ASK 6, 7, and/or 8 scores, HSPA scores, and SAT scores. Other factors that may be true about the selected schools may include a record of not meeting AYP, high absentee or expulsion rates, and/or low number of AP courses offered. Institutions may face resistance by schools or districts should have plans to effectively engage with those schools.

B. Student Recruitment
    Institutions should be prepared to aggressively recruit the target student population, utilizing annual recruitment and retention targets. Each year, they will have a plan to—
    •   Identify the target population;
    •   Plan for marketing the program to the appropriate parties and promoting awareness in the community;
    •   Conducting an application process;
    •   Utilizing appropriate criteria for selection of students; and
    •   Abiding by an overall timetable for the recruitment process.

C. Academic Achievement
    Programs should focus on instruction in math, science, reading, writing, study skills, and other necessary subjects for academic achievement. Instruction should support school studies and the state core curriculum content standards, increased performance on state standardized tests, and the use of technology when possible. Programs should encourage high school students to enroll in rigorous courses to ensure a better transition into postsecondary education.

D. Counseling and Advisement, including PEP Completion
    Programs should encourage students to continue their schooling after high school by providing counseling and advisement that will assist them in selecting the proper courses and developing the interpersonal skills needed to succeed in school. Institutional programs will document these goals in the Personal Education Plan and update it in a timely manner. Workshops and presentations to the families of these students about adolescent issues and academic readiness can also help meet students' advising needs.

E. Information about Higher Education
    Two of the priorities of the Higher Education Opportunity Act are to provide information about financial aid for postsecondary education and to increase rates of enrollment in postsecondary education. To that end, programs need to provide information on postsecondary education opportunities through such forums as college fairs, college site visits and workshops. Programs should prepare students for college entrance exams and assist secondary school students in completing college and financial aid applications. Students and their families should be offered assistance in making wise college and financial aid package choices. In addition to participating

students, all students in the target schools should be provided with information about college and financial aid.

F.   Collaboration and Outreach
       Successful programs should network and collaborate with other precollege programs, postsecondary institutions, school districts, local businesses and community agencies, and state and local agencies. These collaborations enhance GEAR UP/College Bound as well as support the state's initiative to encourage coordination and development of mutually beneficial partnerships that improve the quality of teaching and learning at all levels.

       Program directors and/or coordinators are expected to participate in regular meetings with CHE staff as well as with other GEAR UP/College Bound staff. Directors also are expected to assist in the planning and implementation of annual statewide conferences when funding is made available.

       Programs must work to develop partnerships with the school districts from which students are recruited. A Partner Identification Form must be completed for each school district from which the program will recruit students and claim matching contributions.

       Community awareness and support of the program increases the chance of student success. Programs must plan to offer information sessions to build understanding about GEAR UP/College Bound and are expected to have a website with information about the project. Activities involving parents in the education of their children must be part of outreach activities.

       A secondary attribute of successful programs is their ability to seek significant additional sources of funding from the federal government, private foundations, and other state agencies.

G.   Program Assessment
       Outcome Data
       In order to assess effectiveness of services and activities, programs will be responsible for collecting appropriate student data. They will maintain this information in a format required by the Commission, including options such as the Microsoft Access database previously developed, an online reporting product, or another format. Lists of the type of data elements that programs must collect and maintain are included in the appendices. Programs are required to collect a recognized unit identifier for each student served as well as demographic and academic data while the student is a GEAR UP/College Bound participant. The recognized unit identifier must allow the program and/or the Commission to track a student's progress through school and into college.

       Programs must have or plan to acquire the appropriate computer equipment and software application, such as Microsoft Access, to support the collection of data. Institutions will have procedures and mechanisms in place for data collection and maintenance, such as how and when the information will be collected as well as the person(s) responsible for data collection and maintenance of the database. In addition, programs must have a plan to measure accomplishment of objectives using a balance of both qualitative and quantitative instruments. They should also plan to fully utilize district and school resources to obtain student data as needed, for example, transcript clerks at the high schools.

All required data is due with the annual performance report and final report, but programs may also be required to submit interim data during the year.

Data should be collected from the time of a student's enrollment in a College Bound program through the student's initial enrollment in a postsecondary institution. Each project should maintain data on the following measures with the objective of meeting established grant proposal and program-specific goals:

1. Retention in the program. Data on how many students remain in the program from year to year.

2. Test scores. Annual results on the NJ ASK 8, HSPA, and/or other standardized tests for the appropriate age groups, as well as the number of students who take the official PSAT and SAT and their scores.

3. School class and grade information. Programs should collect report card data such as the classes taken by the student, their corresponding grades, class level (honors, AP, etc.) and the number of school absences.

4. Attendance. Programs should also track and establish targets for student attendance in their school and in the program. Programs may want to consider attendance requirements for students.

5. High school graduation rate. The number and percentage of students participating in the program who graduate each year. The program should establish graduation rates for each year of the grant cycle.

6. College acceptance and enrollment. Data on the number of secondary school participants who complete high school and enroll in college. Commission staff will work with funded projects to develop a mechanism for collecting data on college acceptance and verification of enrollment.

Surveys
The Commission may also require programs to survey all of their students and parents. The survey instrument would be created by the Commission and given to programs to collect information about attitudes on college preparedness, financial aid, program services, and other related grant issues.

External Evaluation
The Commission may employ an external evaluator to review programs in a timely fashion with respect to achievement of the objectives based upon collected data. In addition, the evaluator may review the procedures and mechanisms for collecting data using paper reviews and, possibly, site visits.

External Auditor
The Commission may employ an external auditor to review programs' grant management practices.

This section describes the services allowed for GEAR UP grantees as outlined in The Higher Education Opportunity Act of 2008. The activities described below are for purposes of providing the necessary support to encourage students to succeed in their secondary education and preparation to pursue post-secondary endeavors.

An eligible entity that receives a grant under this chapter may use grant funds to carry out one or more of the following activities:

(1) Providing tutors and mentors, who may include adults or former participants of a program under this chapter, for eligible students.
(2) Conducting outreach activities to recruit priority students described in subsection (d) to participate in program activities.
(3) Providing supportive services to eligible students.
(4) Supporting the development or implementation of rigorous academic curricula, which may include college preparatory, Advanced Placement, or International Baccalaureate programs, and providing participating students access to rigorous core academic courses that reflect challenging State academic standards.
(5) Supporting dual or concurrent enrollment programs between the secondary school and institution of higher education partners of an eligible entity described in section 404A(c)(2), and other activities that support participating students in—
    (A) meeting challenging State academic standards;
    (B) successfully applying for postsecondary education;
    (C) successfully applying for student financial aid; and
    (D) developing graduation and career plans.

(6) Providing special programs or tutoring in science, technology, engineering, or mathematics.
(7) In the case of an eligible entity described in section 404A(c)(2), providing support for scholarships described in section 404E.
(8) Introducing eligible students to institutions of higher education, through trips and school-based sessions.
(9) Providing an intensive extended school day, school year, or summer program that offers--
    (A) additional academic classes; or
    (B) assistance with college admission applications.

(10) Providing other activities designed to ensure secondary school completion and postsecondary education enrollment of at-risk children, such as--
    (A) the identification of at-risk children;
    (B) after-school and summer tutoring;
    (C) assistance to at-risk children in obtaining summer jobs;
    (D) academic counseling;
    (E) financial literacy and economic literacy education or counseling;
    (F) volunteer and parent involvement;
    (G) encouraging former or current participants of a program under this chapter to serve as peer
       counselors;
    (H) skills assessments;
    (I) personal and family counseling, and home visits;
    (J) staff development; and

(K) programs and activities described in this subsection that are specially designed for students who are limited English proficient.

(11) Enabling eligible students to enroll in Advanced Placement or International Baccalaureate courses, or college entrance examination preparation courses.
(12) Providing services to eligible students in the participating cohort described in section 404B(d)(1)(A), through the first year of attendance at an institution of higher education.
(13) Fostering and improving parent and family involvement in elementary and secondary education by promoting the advantages of a college education, and emphasizing academic admission requirements and the need to take college preparation courses, through parent engagement and leadership activities.
(14) Disseminating information that promotes the importance of higher education, explains college preparation and admission requirements, and raises awareness of the resources and services provided by the eligible entities to eligible students, their families, and communities.
(15) In the event that matching funds described in the application are no longer available, engaging entities described in section 404A(c)(2) in a collaborative manner to provide matching resources and participate in other activities authorized under this section.

Additional Permissible Activities for States
In addition to the required activities described in subsection (a) and the permissible activities described in subsection (b), an eligible entity described in section 404A(c)(1) receiving funds under this chapter may use grant funds to carry out one or more of the following activities:
(1) Providing technical assistance to--
    (A) secondary schools that are located within the State; or
    (B) partnerships described in section 404A(c)(2)that are located within the State.
(2) Providing professional development opportunities to individuals working with eligible cohorts of students described in section 404B(d)(1)(A).
(3) Providing administrative support to help build the capacity of eligible entities described in section 404A(c)(2) to compete for and manage grants awarded under this chapter.
(4) Providing strategies and activities that align efforts in the State to prepare eligible students to attend and succeed in postsecondary education, which may include the development of graduation and career plans.
(5) Disseminating information on the use of scientifically valid research and best practices to improve services for eligible students.
(6)(A) Disseminating information on effective coursework and support services that assist students in obtaining the goals described in subparagraph (B)(ii).
    (B) Identifying and disseminating information on best practices with respect to--
            (i) increasing parental involvement; and
            (ii) preparing students, including students with disabilities and students who are limited English proficient, to succeed academically in, and prepare financially for, postsecondary education.
(7) Working to align State academic standards and curricula with the expectations of postsecondary institutions and employers.
(8) Developing alternatives to traditional secondary school that give students a head start on attaining a recognized postsecondary credential (including an industry-recognized certificate, an apprenticeship, or an associate's or a bachelor's degree), including school designs that give students early exposure to college-level courses and experiences and allow students to earn transferable college credits or an associate's degree at the same time as a secondary school diploma.
(9) Creating community college programs for drop-outs that are personalized drop-out recovery programs that allow drop-outs to secondary school diploma and begin college-level work.

This section describes the structure of all tables in the College Bound database. Each table below shows the field names, field type (or format), length of characters allowed, description, and whether the field is required. Use this section as a reference when questions arise about what data should be entered in the form fields.

Student Enrollment

Field Name	Type	Length	Description	Required
Social Security *	Text	15	Social security number. If you are unable to obtain a valid ssn, make it a combination of the institution's CEEB and three other digits. Do **NOT** make all the digits the same (ex. 111-11-1111).	Yes
Last name	Text	17	Student's last name	Yes
First Name	Text	11	Student's first name	Yes
Middle Initial	Text	1	Student's middle initial	No
Race/Ethnicity	Text	40	Make a selection from list: "Not Reported"; "African-American Non-Hispanic"; "American Indian or Alaskan Native"; "Asian", "Native Hawaiian or Pacific Islander"; "Hispanic, not elsewhere classified"; "White, Non-Hispanic"	Yes
Gender	Text	6	Select one: Male, Female	Yes
Date of Birth	Text	8	Student's birth date	Yes
Initial Enrollment Date	Text	8	Date "MM/YY" student entered the program	Yes
CEEB	Text	6	College entrance exam code. Automatically entered for your program	Yes
Street Address	Text	28	Student's place of residence	Yes
City	Text	17	Student's city	Yes
State	Text	2	State-Default is NJ	Yes
Zip Code	Text	5	Student's zip code	Yes
E-mail Address	Text	50	Student's e-mail address	No
Home Phone	Text	25	Student's home phone number	No
Alternate Phone	Text	25	Student's emergency number, parent work number, cell phone, etc	No
Country Of Origin	Text	25	Country where student was born	No
Parent/Guardian Name	Text	40	Parents' names. This field is used in the generation of the mailing labels. Make sure this information is input in an acceptable manner for mailing labels.	Yes
With whom does student live	Text	25	Make a selection from the list: "Both Mother And Father"; "Mother Only"; "Father Only"; "Grandparent"; "Aunt or Uncle"; "Legal Guardian"	Yes
Level of education of mother	Text	30	Mother's highest level of education. Select from; "Through 8th Grade"; "Some High School"; "Completed High School"; "GED"; "Some College"; "Associate Degree"; "Bachelor's Degree"; "Master's Degree"; "Doctorate"	Yes
Level of education of father	Text	30	Father's highest level of education. Select from; "Through 8th Grade"; "Some High School"; "Completed High School"; "GED"; "Some College"; "Associate Degree"; "Bachelor's Degree"; "Master's Degree"; "Doctorate"	Yes
Family Income	Currency	8	Parents' annual income	No
Family Income Range	Text	20	Parents' annual income range. Select one: "Under 20,000";"20,000 - 29,999";"30,000 - 39,999";"40,000 - 49,999";"50,000 - 59,999";"60,000 - 69,999";"70,000 - 79,999";"80,000 - 89,999";"90,000 - 99,999";"100,000 or more"	No

Student Enrollment

Field Name	Type	Length	Description	Required
Family size	Integer	2	Number of family members in the home, based on what is reported to the IRS	No
Free/Reduced Lunch	Text	1	Student recipient of free or reduced lunch Select Y=yes or N=no. Required for NJ GEAR UP only	No
Date student left the Program	Date	8	Date student left before program completion. Once this field is filled, all forms when opened for this student are locked allowing no further changes.	No
Reason For Leaving program	Text	50	Predefined reasons for student leaving the program: "Moved"; "Medical Problems"; "Work/Family Issues"; "Attendance"; "Deceased". **Do NOT use this field for students who graduate.**	No
Explanation for leaving the program	Memo	-	Notes to document why a student is no longer with the program	No
Select Student for Special Report	Check Box	1	Check this box to get special listings that will include students selected. Can be used for various purposes (e.g. trip list, emergency list)	No

Participation

Field Name	Type	Length	Description	Required
Year *	Text	5	Calendar Year	Yes
Active/Inactive	Text	1	Select A=active or I=inactive. Indicate if student is currently participating in the program	No
Grade *	Number	2	Grade level 6, 7, 8, 9, 10, 11 or 12. If the participation type is summer, the grade will be the last grade the student completed. If the participation type is academic year ending, enter the grade the student is currently in.	Yes
New or returning	Text	9	Is the student new or returning to the program? Select New or Returning	Yes
Program Type	Text	20	Select College Bound or NJ GEAR UP	Yes
Participation Type *	Text	30	Select one. Calendar summer, or Academic Year Ending	Yes
Is Student in SYETP	Text	5	Does the student participate in the Summer Youth Employment Training Program? Default is No	No

School Enrolled Table

Field Name	Type	Length	Description	Required
Academic Year *	Text	4	Input Academic Year End (e.g., 2006 for academic year 05-06)	Yes
School attending *	Text	35	Select the school name from the drop down box. If school is not listed, input the new school's name. Type the complete school name; avoid using abbreviations.	Yes
School District	Text	40	School district	No
Abbott District Y/N	Text	7	Is the school in an Abbott District? Select Yes or No.	No
Public or Private	Long Integer	4	Select Public or Private for the type of school	No

College Choice

Field Name	Type	Length	Description	Required
Did Student file FAFSA	Text	4	Select Yes or No, for whether the students filed the Free Application for Federal Student Aid (FAFSA)	No

When was FAFSA filed	Date	8	Date the student filed the FAFSA	No
College Name or Other Post Grad Options *	Text	50	Name of the college or university that the student plans to attend, or select other appropriate options from the drop down box. Ex. "Not Attending", "Employed", "Armed Services"	Yes
If enlisted in Armed Services list branch	Text	10	If post grad option selected is 'Armed Services"; select the branch from the drop down box: Air force, Army, Marines, Navy.	No
College City	Text	35	City where the institution is located.	Yes
College State	Text	2	State in which the institution is located	Yes
College Major Chosen	Text	50	Student's intended major course of study	Yes
EOF student (for New Jersey institutions only)	Text	4	Select Yes or No. Select yes if the student has been accepted into the EOF Program	No
Check box if student graduated high school	Check box	1	Select this box if student graduated High School	Yes

*Primary key field required to make each record unique.

Grade

Field Name	Type	Length	Description	Required
Academic Year *	Text	6	Academic year end (e.g. 2000 for academic year "99-00")	Yes
Grade Level *	Text	3	grade the student is in this academic period	Yes
Report Period *	Text	5	Select "1st"; "2nd"; "3rd"; "4th", "5th", "Fall Final", "Spring Final" or "Final".	Yes
Student ID Number	Text	50	School district's student ID number	No
Class Size	Text	4	Size of student's graduating class	No
Rank	Text	4	Student rank from junior or senior year	No
Math Class	Text	25	Math class taken	No
Math Class Level	Text	10	Math class level	No
Math Grade	Text	5	Math grade	No
Technology Class	Text	25	Technology class taken	No
Technology Class Level	Text	10	Technology class level	No
Technology Grade	Text	5	Technology grade	No
English Class	Text	25	English class taken	No
English Class Level	Text	10	English class level	No
English Grade	Text	5	English grade	No
Social Science Class	Text	25	Social Science class taken	No
Social Science Class Level	Text	10	Social Science class level	No
Social Science Grade	Text	5	Social Science grade	No
Science Class	Text	25	Science class taken	No
Science Class Level	Text	10	Science class level	No
Science Grade	Text	5	Science grade	No
Student GPA	Text	10	Enter student grade point average for each report period entered	No
GPA scale	Text	3	Enter whether grades are calculated on a scale of 4.0 or 5.0. Select One	No

NJ ASK 8

Field Name	Type	Length	Description	Required
Date NJ ASK 8 Taken *	Date	8	Date of NJ ASK 8 test. Format mm/dd/yy	Yes
Language Arts and Literacy Score	Long Integer	4	Language Arts and Literacy Score	No
Mathematics Score	Long Integer	4	Mathematics Score	No
Science Score	Long Integer	4	Science Score	No
Social Studies Score	Long Integer	4	Social Studies Score	No
Visual and Performing Arts Score	Long Integer	4	Visual and Performing Arts Score	No
Health and Physical Education Score	Long Integer	4	Health and Physical Education Score	No
World Languages Score	Long Integer	4	World Languages Score	No

HSPA

Fieldname	Type	Length	Field Description	Required
Date HSPA Taken *	Date	8	Date of HSPA test. Format mm/dd/yy	Yes
First-time/Retest	Text	12	Select First-time or Retest	No
HSPA Raw Score Language Arts and Literacy	Long Integer	4	Language Arts and Literacy Score	No
HSPA Raw Score Mathematics	Long Integer	4	Mathematics Score	No

ACT

Field Name	Type	Length	Description	Required
Academic Year End	Text	4	Academic Year in which the test was taken	No
Date of ACT *	Date	8	Date of ACT test. Format mm/dd/yy	Yes
English	Long Integer	4	English Score	No
Mathematics	Long Integer	4	Mathematics Score	No
Social Studies	Long Integer	4	Social Studies Score	No
Natural Science	Long Integer	4	Natural Science Score	No
Composite Average Score	Long Integer	4	Composite Average Score	No

PSAT

Field Name	Type	Length	Description	Required
Academic Year End	Text	4	Academic Year in which the test was taken	No
Date of PSAT *	Date	8	Date of PSAT test. Format mm/dd/yy	Yes
PSAT Verbal Score	Long Integer	4	Verbal Score	No
PSAT Verbal Percentile	Long Integer	4	Verbal Percentile	No
PSAT Math Score	Long Integer	4	Math Score	No
PSAT Math Percentile	Long Integer	4	Math Percentile	No
PSAT Writing Score	Long Integer	4	Writing Score	No
PSAT Writing Percentile	Long Integer	4	Writing Percentile	No
Total PSAT Combined	Long Integer	4	Total PSAT combined score	No
PSAT Combined Percentile	Long Integer	4	PSAT combined percentile	No

SAT

Field Name	Type	Length	Description	Required
Date of SAT *	Date	8	Date SAT test taken. Format mm/dd/yy	Yes
SAT Verbal Score	Long Integer	4	Verbal Score	No
SAT Verbal Percentile	Double	8	Verbal Percentile	No
SAT Math Score	Long Integer	4	Math Score	No
SAT Math Percentile	Double	8	Math Percentile	No
Total SAT Combined	Long Integer	4	Total SAT combined score	No
Percentile for SAT Combined	Double	8	SAT combined percentile	No

Student Advising/Mentoring

Field Name	Type	Length	Description	Required
Mentor Initials	Text	5	Select the mentor initials. Note: Mentors should be added to the Mentor Table before their initials can be selected from the list	No
Meeting Date *	Date	8	Date of the meeting with student	Yes
Meeting Subject	Text	50	Main subject of the meeting	No
Notes from Meeting	Memo	-	Enter any notes important to document	No
Decision/Action For Student	Memo	-	Enter any decision/action items on which the student should follow-up	No

SAT II

Field Name	Type	Length	Description	Required
Academic Year End	Text	4	Academic Year in which the test was taken	No
Date of SATII *	Date	8	Date SATII test taken. Format mm/dd/yy	Yes
Writing	Long Integer	4	Writing Score	No
Literature	Long Integer	4	Literature Score	No
American History	Long Integer	4	American History Score	No
World History	Long Integer	4	World History Score	No
Math level IC	Long Integer	4	Math level IC Score	No
Math Level IIC	Long Integer	4	Math Level IIC Score	No
Biology E/M	Long Integer	4	Biology E/M Score	No
Chemistry	Long Integer	4	Chemistry Score	No
Physics	Long Integer	4	Physics Score	No
RO French	Long Integer	4	RO French Score	No
RO German	Long Integer	4	RO German Score	No
RO Modern Hebrew	Long Integer	4	RO Modern Hebrew Score	No
RO Italian	Long Integer	4	RO Italian Score	No
RO Latin	Long Integer	4	RO Latin Score	No
RO Spanish	Long Integer	4	RO Spanish Score	No
R/L Chinese	Long Integer	4	R/L Chinese Score	No
R/L French	Long Integer	4	R/L French Score	No
R/L German	Long Integer	4	R/L German Score	No
R/L Japanese	Long Integer	4	R/L Japanese Score	No
R/L Korean	Long Integer	4	R/L Korean Score	No
R/L Spanish	Long Integer	4	R/L Spanish Score	No
R/L English Language Pro Test	Long Integer	4	R/L English Language Pre Test Score	No

Medical Information

Field Name	Type	Length	Description	Required
Name of Insured	Text	50	Name of the policyholder	No
Insurance Carrier Name	Text	50	Name of the primary insurance company	No
Policy Number	Text	15	Policy number of the insured. Note: This may be the social security number	No
Group Number	Text	15	Policy Group number	No
Allergies	Text	50	List any allergies the student may have	No
Medical Problems	Text	50	List any medical issues that could interfere with the student's participation	No
Primary Emergency Contact	Text	50	List the name of the primary contact in the event of an emergency	No

Primary Emergency Contact Phone	Text	12	Phone number of the primary emergency contact	No
Primary Emergency Contact Relationship	Text	30	Emergency contact's relationship to the student	No
Secondary Emergency Contact	Text	50	List the name of the secondary contact in the event of an emergency	No
Secondary Emergency Contact Number	Text	12	Phone number of the secondary emergency contact	No
Secondary Emergency Contact Relationship	Text	30	Secondary emergency contact relationship to the student	No
Physician's Name	Text	50	Name of the primary care physician	No
Physician's Telephone	Text	12	Telephone number to the physician's office	No
Hospital Preference	Text	50	Name of the hospital the student and /or family prefers	No

*Primary key field required to make each record unique.

Mentor

Field Name	Type	Length	Description	Required
Mentor Initials*	Text	5	Create a code of three to five characters to represent the mentor initials or code in the database	Yes
Mentor Last name	Text	17	Mentor's last name	Yes
Mentor First name	Text	11	Mentor's first name	Yes
Address1	Text	30	Enter address of the mentor	No
Address2	Text	30	Enter additional information if necessary for mentor address	No
City	Text	20	Mentor city	No
State	Text	2	Mentor state. Default is NJ	No
Zip Code	Text	9	Mentor zip code	No
E-mail Address	Text	50	Enter Mentor/Counselor's e-mail address	No
Phone	Text	15	Mentor's telephone number	No
Date Hired	Date	8	Date the mentor was hired. Format: mm/yy	No
Date Inactive	Date	8	Date the mentor became inactive Format: mm/yy	No
Inactive Active	Text	1	Select Y for inactive	No

*Primary key field required to make each record unique.

GEAR UP Mentoring Program Applications

Field Name	Type	Length	Description	Required
Student Number	Long Integer	4	Auto number field. Generated when new entries are added	No
Date	Date/Time	8	Date applicant was entered in the database	No
FirstName	Text	50	Mentor's first name	No
LastName	Text	50	Mentor's last name	No
Mentor Initials*	Text	5	Create a code of three to five characters to represent the mentor initials or code in the database	No
Address	Text	60	Mentor street address	No
Address 2	Text	60	Mentor street address line 2	No
Address 3	Text	60	Mentor street address line 3	No
City	Text	50	Mentor city	No
StateOrProvince	Text	20	Mentor state. Default is NJ	No
PostalCode	Text	20	Zip code	No
Info Mailed	Yes/No	1		No
PhoneNumber	Text	30	Mentor's telephone number	No
Phone Number #1	Text	50	Additional telephone number	No
EmailName	Text	50	E-mail address	No
College/University	Text	50	Mentor's college	No

GEAR UP Mentoring Program Applications

Field Name	Type	Length	Description	Required
enrolled				
Hired	Yes/No	1	Check box if applicant was hired	No
Date Hired	Date/Time	8	Date the mentor was hired. Format mm/dd/yyyy	No
Trained	Yes/No	1	Check box if applicant was trained	No
Date of Training	Date/Time	8	Date the mentor was trained	No
Worked	Yes/No	1		No
Inactive	Yes/No	1	Check box if mentor is inactive	No
Date Mentor Inactive	Date/Time	8	Date the mentor became inactive. Format:mm/dd/yyyy	No
ApplicantNotHired-DoNotFollowUp	Yes/No	1	Check box if applicant was not hired and there will be no follow up	No
BackgroundCkCOMPLETED	Yes/No	1	Check box if background check was completed	No
DateBackgroundCompleted	Date/Time	8	Date that background check was completed	No
DateBackgroundtoCHE	Date/Time	8	Date the background check form was sent to CHE	No
ProgramAppliedTo	Text	50	GEAR UP program that applicant interviews with	No
Followup	Date/Time	8	Date staff followed-up with applicant	No
EOF Student	Yes/No	1	Select if the applicant is an EOF student	No
INROADS Intern	Yes/No	1	Select if the applicant is an INROADS intern	No
College Year	Text	50	Mentor's year in college. Select from Freshman thru Professional	No
Reason Not Hired	Memo	-		No
Interview Time	Text	10	Time for the interview	No
Interview Date	Date/Time	8	Date for the interview. Format: mm/dd/yyyy	No
Interview Date Missed	Yes/No	1	Check box if applicant missed interview	No
Reason Interview not Scheduled	Text	100	Reason for not scheduling an interview; no longer available, no longer interested, salary is an issue, time conflict, applicant not qualified	No
Offer Made Date	Date/Time	8	Date for when the offer was made	No
Mentor Accepted offer	Yes/No	1	Check box if student accepted the offer	No
Reason Offer Declined	Text	100	Reason for declining the offer; no longer available, no longer interested, salary is an issue, time conflict	No

GOAL #1 Increase the academic performance and preparation for postsecondary education for NJ GEAR UP students.

1. Each year of the project, identify, recruit, interview, and enroll the target number of 6th-12th grade students from Camden, Jersey City, Newark, Paterson, and Trenton.

2. Provide information and academic support to additional 6th- 12th graders.

3. By November 15 of each year, develop or update a personal educational plan (PEP) for each GU student based upon his or her individual need for academic support.

4. Increase the number of 8th-grade GU students who pass a pre-algebra course.

5. Increase the number of GU students who get a "B" or better in core subjects.

6. Increase the number of 8th grade GU students who score "proficient" on the math, science, language arts sections of the NJ Grade Eight Proficiency Assessment (GEPA).

7. For all GU students, maintain high level of promotion to the next grade level

8. For all GU students, maintain a high percentage of students who have fewer than five unexcused absences in the first two quarters of the academic year.

9. Assess the professional development needs of each target school.

10. Provide content-based professional development for target school teachers.

11. Inform teachers about NJ Professional Educational Portal (NJPEP).

GOAL #2: Increase the rate of high school graduation and participation in postsecondary education for NJ GEAR UP students.

1. Increase the number of 9th-grade NJ GU students who pass Algebra I.

2. Increase the number of 11th-grade NJ GU students who pass Chemistry.

3. Increase the number of 11th grade GU students who score "proficient" on both sections (math and language arts) of the NJ High School Proficiency Assessment (HSPA).

4. Increase the number of GU students who graduate from high school.

5. Increase the number of GU students who enroll in a college or university within one year of high school graduation.

6. Provide PSAT and SAT/ACT prep classes for 10th-, 11th-, and 12th-graders.

7. Provide scholarship awards to successful GU state project completers who enroll at New Jersey colleges and universities.

8. Provide successful program completers who enroll at New Jersey colleges and universities as EOF students with a full range of supportive services.

GOAL #3: Increase NJ GEAR UP students' and their families' knowledge of post-secondary education options, preparation, and financing.

1. Increase the number of GU students and parents who receive information about financial aid for college, including the 21st Century Scholar Certificate.

2. Provide early and extensive assistance to GU 12th-graders and their parents/guardians in completing and submitting college financial aid application forms.

3. Increase the number of students and parents/guardians who receive information about postsecondary education options.

4. Provide extensive assistance to GU program juniors and seniors and their parents in completing and

5. Build strong partnerships with similar and related programs.

TECHNICAL ASSISTANCE REGISTRATION FORM

October 29, 2010, 1:00 – 3:00 p.m.
Roebling Building, 4th Floor, Trenton, New Jersey

Commission staff will host a technical assistance workshop for applicants interested in submitting a proposal for the NJ GEAR UP/College Bound Grant Program. The workshop will provide individuals with information about the application and review process. Attendance is strongly encouraged.

If you are interested in attending, please complete the registration form below and return it to the Commission by 12:00 noon on October 29, 2010. We will send a confirmation email and directions to the workshop upon receipt of your form. If you have any questions please contact Mr. Errol Bruce at (609) 341-3807 or errol.bruce@che.state.nj.us.

Name_____
       Dr./Mr./Mrs./Ms.   First name   Last name

Title_____

Institution _____

Phone_____

Fax_____

Email_____

Institution plans to submit a proposal _____Yes_____No_____Unsure

WORKSHOP REGISTRATION DEADLINE: OCTOBER 29, 2010, 12:00 noon

Fax registration to Errol Bruce at (609) 292-7225.